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ABSTRACT

Promoting Achievement in School through Sports (PASS) is an academic high school curriculum developed by the American Sports Institute for students who love sports but are not performing up to their academic potential. The program seeks to demonstrate that PASS is an effective intervention for promoting academic achievement and school success. During the 1991-92 school year, the PASS student curriculum was presented to 21 students in two schools. PASS students at both schools were matched with a control group. In the spring of 1991, grades for all subject areas (including physical education) and demographic information were collected for the control group; the same was done for PASS students prior to participation in the class. Grades were collected again for spring 1992 after PASS students had completed a year of the program and the controls had completed a standard academic year. Results (displayed in seven charts) confirm that PASS improves academic performance as measured by overall GPA; provide evidence that PASS is achieving its goals to improve grades, behavior, self-esteem, and appreciation for learning; and support the premise that in order to improve academic performance for students involved in athletics, there needs to be an increased emphasis on the practice of sports. (LL)

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AMERICAN SPORTS INSTITUTE

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PROMOTING ACHIEVEMENT IN SCHOOL THROUGH SPORTS

Second-Year Impact Study

January 1993

Study Rationale and Background Information

Schools are bombarded with programs to improve students' learning and keep them in school. The American Sports Institute's goal is to demonstrate that the PASS program is an effective intervention for promoting academic achievement and school success. One of the most straightforward ways to measure academic achievement is to examine student grades.

During the 1991-92 school year, the PASS student curriculum was presented to twenty-one students in two schools. PASS founder Joel Kirsch taught a first period PASS class to eight males at Tamalpais High School in Mill Valley and to a class of thirteen, including eleven males and two females, in a fourth period class at McAteer High School in San Francisco.

Study Design

PASS students at both schools were matched with a control group based on gender, ethnicity, grade level, and types of sports played after school. Chart 1 on the following page displays the student profile of PASS students and the control group. Grades for all subjects, including physical education, were collected for Spring 1991 for the control group. The same was done for the PASS students prior to their participation in the PASS class. Grades were collected again for Spring 1992 after PASS students completed a year of PASS and the control group completed a standard academic year.

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Chart 1

	Tamalpais	McAteer	Total
Gender			
Male	8	11	19
Female	0	2	2
Ethnic Group			
Anglo	3	4	7
Asian	0	4	4
Black	5	2	7
Hispanic	0	3	3
Grade Level			
Freshman	1	0	1
Sophomore	1	5	6
Junior	2	4	6
Senior	4	4	8
Types of Sports			
Basketball	6	0	6
Baseball	2	3	5
Football	2	3	5
Soccer	0	3	3
Softball	0	1	1
Track	0	4	4
Wrestling	0	2	2
Volleyball	1	0	1
Sample Size = 21 PASS Students; 21 Control Group			

Spring grades for 1991 and 1992 were compared and tallied for changes in grade point average (GPA) for PASS students and the control group. Chart 2 shows the number of PASS and control group students whose grades increased, stayed the same, or decreased.

Chart 2

GPA CHANGE		PASS			CONTROL GROUP		
		Tam	McAteer	Total	Tam	McAteer	Total
Increase	1.0 +	3	2	5	0	1	1
	0.5 - 0.99	1	2	3	0	1	1
	0.1 - 0.49	1	2	3	3	2	5
	Totals	**5**	**6**	**11**	**3**	**4**	**7**
0	No Change	**1**	**2**	**3**	**1**	**2**	**3**
Decrease	0.1 - 0.49	1	2	3	2	3	5
	0.5 - 0.99	1	2	3	2	1	3
	1.0 +	0	1	1	0	3	3
	Totals	**2**	**5**	**7**	**4**	**7**	**11**

The Findings

1. Grade Increases: Eleven (52%) of the PASS students and seven (34%) of the control group improved their grades.

   Eight (38%) of the PASS students and two (10%) of the control group improved their grades by more than half a grade point.

   Five (24%) of the PASS students and one (5%) of the control group students increased their GPA by a full grade point or more.

2. Grade Decreases: The grades of seven (33%) of the PASS students and eleven (52%) of the control group decreased.

   Four (19%) of the PASS students and six (28%) of the control group dropped by half a grade point or more.

   One (5%) of the PASS students and three (14%) of the control group students' grades dropped by a full grade point or more.

3. Grades Unchanged: The grades of three (14%) of the PASS students and three (14%) of the control group remained unchanged.

4. Overall Average: PASS students' grades increased a combined total of +3.6 or an average improvement of +0.2 grade points per student. In contrast, the control group grades decreased by a combined total of -4.1 or an average loss of -0.2 grade points per student.

5. Academic Eligibility: At the beginning of the 1991 school year, seven PASS students and five control group students were ineligible to participate in sports because they had less than a 2.0 grade point average.

   At the end of 1992, five (71%) of the seven ineligible PASS students raised their grades, restoring eligibility to participate in sports. Two (40%) of the five ineligible control group students raised their grades to a 2.0 or better.

   Two (14%) of the fourteen PASS students who began 1991 with academic eligibility lost it as did two (13%) of the sixteen eligible students in the control group.

6. At Tamalpais High School: Chart 3 compares the percentage of PASS and control group students whose grades increased, stayed the same, or decreased.

   Five (64%) of the eight PASS students and three (38%) of the control group students improved their grades. Four (50%) of the PASS students and none of the control group increased their GPA by half a grade point or more. Three (38%) PASS students but none of the control group increased their grades by a full grade point or more.

One (13%) PASS student and one control group student showed no change.

Grades of two (25%) of the PASS students and four (50%) of the control group decreased.

Chart 3

	GPA CHANGE	PASS	CONTROL GROUP
		Tam	Tam
Increase	1.0 +	38%	0%
	0.5 - 0.99	13%	0%
	0.1 - 0.49	13%	38%
	Total	**64%**	**38%**
0	No Change	**13%**	**13%**
Decrease	0.1 - 0.49	13%	25%
	0.5 - 0.99	13%	25%
	1.0 +	0%	0%
	Total	**26%**	**50%**

7. <u>At McAteer High School:</u> Chart 4 compares the percentage of PASS and control group students whose grades increased, stayed the same, or decreased.

Chart 4

	GPA CHANGE	PASS	CONTROL GROUP
		McAteer	McAteer
Increase	1.0 +	15%	8%
	0.5 - 0.99	15%	8%
	0.1 - 0.49	15%	15%
	Total	**45%**	**31%**
0	No Change	**15%**	**15%**
Decrease	0.1 - 0.49	15%	23%
	0.5 - 0.99	15%	8%
	1.0 +	8%	23%
	Total	**38%**	**54%**

Six (45%) of the PASS students and four (31%) of the control group improved their GPAs. Four (30%) of the PASS students and two (16%) of the control group increased their GPA by half a grade point or better. Two (15%) of the PASS students and one (8%) of the control group increased their grades by a full grade point or more.

Two (15%) PASS students and two control group students showed no change.

Grades of five (38%) PASS students and seven (54%) of the control group dropped. Three (23%) of the PASS students and four (31%) of the control group dropped by half a grade point or more. One (8%) PASS student and three (23%) of the control group students dropped by a full grade point or more.

8. Student Ratings: A questionnaire was given to PASS students in the Spring of 1992. Students were asked to rate the class on a scale of one to five with five being the highest. Chart 5 summarizes their responses.

Chart 5

						Average Rating
1. How much did the PASS program influence your approach to athletics?	1	2	3	4	5	4.3
2. How much did the PASS program influence your approach to academics?	1	2	3	4	5	4.3
3. How much did the PASS program influence your feelings about yourself in a positive way?	1	2	3	4	5	4.9
4. How much did the PASS program influence your behavior in a positive way?	1	2	3	4	5	4.0
5. How would you rate the method of learning in PASS?	1	2	3	4	5	4.7
6. Overall, what rating would you give the PASS program?	1	2	3	4	5	5.0

Conclusion

The Second-Year Impact Study, as did the first-year study, confirms that PASS improves academic performance as measured by overall GPA. This study, coupled with the student ratings, is evidence that PASS is achieving its goals to improve grades, behavior, self-esteem, and appreciation for learning. Further, it supports the premise of PASS that in order to improve academic performance for those students involved in athletics, there needs to be an *increased*, not a decreased, emphasis on the appropriate study and practice of sports.

Attachment 1

This chart identifies PASS and control group students according to gender, ethnicity, and grade level. It also lists grades from Spring 1991 and 1992 as well as the degree of change. This data is the basis for the statistics in the 1991-92 impact report.

	Gender	Ethnic	Grade	Spring '91	Spring '92	Change +/-
MC1	M	H	SR	3.20	3.67	0.47
MC2	M	H	SPH	0.92	1.57	0.65
MC3	M	A	SPH	3.29	2.33	-0.96
MC4	M	A	SPH	1.17	1.17	0.00
MC5	M	H	JR	1.33	2.50	1.17
MC6	F	B	SR	2.00	1.67	-0.33
MC7	M	A	JR	3.83	3.33	-0.50
MC8	M	ASN	SR	2.33	2.33	0.00
MC9	F	B	SR	2.57	3.00	0.43
MC10	M	ASN	JR	3.00	2.67	-0.33
MC11	M	ASN	JR	1.67	2.67	1.00
MC12	M	ASN	SPH	1.57	2.17	0.60
MC13	M	A	SPH	2.67	0.83	-1.84
T1	M	A	SR	0.83	2.25	1.42
T2	M	A	SR	2.57	2.50	-0.07
T3	M	A	FR	2.72	3.17	0.45
T4	M	B	JR	2.67	1.71	-0.96
T5	M	B	SR	0.80	2.00	1.20
T6	M	B	JR	2.43	2.14	-0.29
T7	M	B	SPH	2.17	3.17	1.00
T8	M	B	SR	2.17	2.67	0.50
					NET +/-	**3.6**
CG #1	M	H	SR	3.00	2.00	-1.00
CG #2	M	H	SPH	1.50	2.67	1.17
CG #3	M	A	SPH	2.83	2.50	-0.33
CG #4	M	A	SPH	2.50	1.25	-1.25
CG #5	M	H	JR	3.00	1.25	-1.75
CG #6	M	B	SR	3.29	3.00	-0.29
CG #7	F	A	JR	1.71	2.67	0.96
CG #8	M	ASN	SR	2.83	2.67	-0.16
CG #9	M	B	SR	2.71	3.00	0.29
CG #10	F	ASN	JR	3.15	2.50	-0.65
CG #11	M	ASN	JR	3.71	3.67	-0.04
CG #12	M	ASN	SPH	1.83	1.75	-0.08
CG #13	M	A	SPH	2.67	2.83	0.16
CG #1	M	A	SR	2.60	3.00	0.40
CG #2	M	A	SR	3.60	3.33	-0.27
CG #3	M	A	FR	3.50	2.83	-0.67
CG #4	M	B	JR	0.86	0.00	-0.86
CG #5	M	B	SR	1.16	1.33	0.17
CG #6	M	B	JR	2.33	2.79	0.46
CG #7	M	B	SPH	2.17	2.14	-0.03
CG #8	M	B	SR	2.83	2.50	-0.33
					NET +/-	**-4.1**